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ABSTRACT

The teacher's guide outlines lessons from a correspondence learning program for parents of preschool deaf blind children. Learning steps and objectives are listed for eight areas covered by the program: communication, gross motor development, fine motor development, eating, sleeping, toilet training, dressing/undressing, and personal hygiene. Among the objectives of the program are encourage the child to develop language to express feelings, develop independence and new motor skills to be used alone or with other children, expand awareness of his environment via picnics and outings, and encourage the child to take full responsibility for his own toilet habits. (SB)

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TEACHER'S GUIDE

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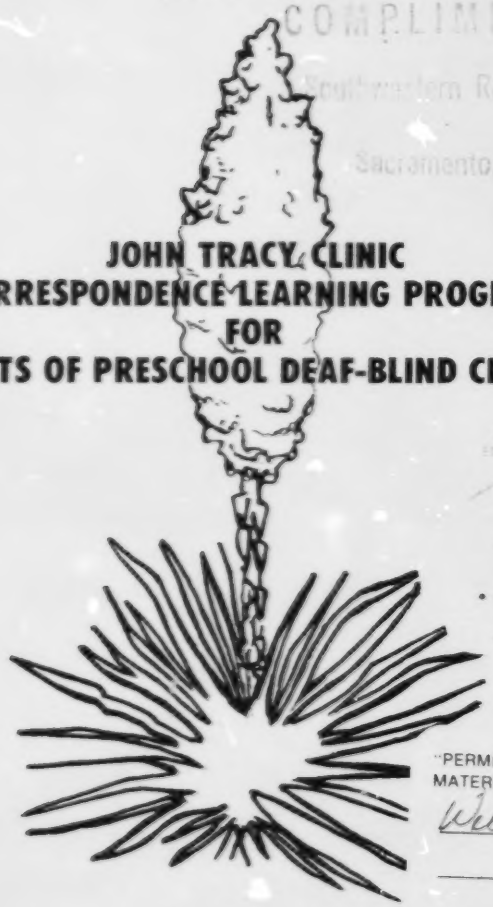
JOHN TRACY CLINIC CORRESPONDENCE LEARNING PROGRAM FOR PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN



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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

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JOHN TRACY CLINIC
CORRESPONDENCE LEARNING PROGRAM
FOR
PARENTS OF PRESCHOOL DEAF-BLIND CHILDREN

While not designed as the basis for school curriculum or classroom use, we are making the LEARNING PROGRAM available in book form as a professional resource.

Parents receive YOU AND YOUR CHILD (twelve lessons) and COMMUNICATION (twelve LEARNING STEPS) in sequential order as they work through the Program. Other LEARNING STEPS are sent only as need is indicated on check lists completed by parents.

For the convenience of professional persons or organizations, all the instructional material that makes up this Program is grouped in the following categories:

INTRODUCTION

LESSONS: YOU AND YOUR CHILD I-XII

LEARNING STEPS:

Communication	I-X
Gross Motor	I-X
Fine Motor	I-X
Eating	I-VII
Sleeping	I-III
Toilet Training	I-V
Dressing/Undressing	I-V
Personal Hygiene	I-V

Through this Program, the adult will gain information concerning:

INTRODUCTION
1. Parents' role
2. Establishing daily routine

YOU AND YOUR CHILD

LESSONS

I Parents' role as teacher
Educational problems of children with vision and hearing losses

II Vision and visual problems
Parents' need for leisure time

III Hearing and hearing problems

IV Discipline and structure

V Importance of play
Suggested list of toys and play equipment for Gross Motor, Fine Motor, and Sense Training

VI Language development - Receptive language
List of Experiences: In the house
Backyard and neighborhood
Excursions, expeditions, and outings

VII Learning through Creative Experiences
List of Creative Activities

VIII Auditory Training
Socialization

IX Community Resources for Child and Parents

X Developing Independence in the Child

XI Self-Test for Review

XII Planning for the Child's Future

At the end of each Lesson is a list of "Other Sources of Help" which includes names of organizations, books, and publications.

COMMUNICATION

Through the information in this Program, the adult will:

LEARNING STEP I:

1. Encourage child to accept handling
2. Stimulate child's senses
3. Learn and use 16 signs while talking to child

LEARNING STEP I-A:

1. Adapt the suggested methods, for use with a child who has no vision

LEARNING STEP TWO:

1. Use signs in connection with routine daily activities
2. Train tactile, visual, and auditory senses of child

LEARNING STEP III:

1. Learn language to be used during daily activities
2. Expose child to activities and experiences in household
3. Stimulate child's auditory sense with games
4. Stimulate child's visual and tactile senses with texture book
5. Practice one-hand manual alphabet

LEARNING STEP IV:

1. Practice the manuscript alphabet to be used in printing labels for household objects and child's possessions

LEARNING STEP V:

1. Encourage child to develop language to express feelings
2. Stimulate child's auditory, visual, and tactile senses through use of games
3. Co-act with child in writing manuscript alphabet on paper and in sand

LEARNING STEP VI:

1. Encourage child to develop new concepts and language via experiences within home, backyard, or community
2. Encourage child to develop language via experiences as shown in sample language lesson
3. Encourage child to develop language via experience (story) charts or books

LEARNING STEP VII:

1. Encourage child to recognize similarities
2. Encourage child to observe and imitate adult movements, including signs
3. Be consistent in using same language for same situations

LEARNING STEP VIII:

1. Encourage child to develop awareness of absence or presence of sound
2. Encourage child to develop ability to listen and respond to drum and bell
3. Encourage child to develop same concept through matching colors

LEARNING STEP IX:

1. Encourage child to develop ability to differentiate "FAST - SLOW," "LOUD - SOFT"
2. Encourage child to develop ability to attend to voice
3. Encourage child to build language through associating printed words, manual signs, and objects

LEARNING STEP X:

1. Use a good model of language via brief sentences and phrases
2. Encourage child to attend and respond to voice
3. Stimulate tactile and visual senses with texture trail

LEARNING STEP XI:

1. Always talk and sign when communicating with child
2. Review receptive and expressive language

LEARNING STEP XII:

1. Continue to use good language as a model for child
2. Recognize the need for assisting the child to express his emotions, needs, and wants

NOTE: Although Communication is a separate Learning Step, there is encouragement throughout the Program to incorporate language with every activity.

LIST OF SIGNS

INTRODUCTION:

EAT	TOILET	SLEEP	DOWN
MILK	FINISHED	UP	COME

LESSON I:

ON*	ROLL OVER	SHOE	BALL
OFF*	SIT DOWN	SOCK	STAND UP

*Refers to clothing

LESSON II:

BATH	WASH HANDS	HEARING AID
WATER	COMB HAIR	GLASSES
DRINK	SOAP	PARTS OF BODY
COOKIE	BRUSH TEETH	CLOTHING

LESSON III:

MANUAL ALPHABET		
GOOD	WAIT	CUP
NO	MORE	DISH
YES	STOP	SPOON
LISTEN (or HEAR)	PUSH	FORK

LESSON IV:

CHAIR	BOAT
BED	TABLE
DOOR	MOTHER (MOMMY)
YOUR CHILD'S NAME	FATHER (DADDY)

LESSON V:

HAPPY	I LOVE YOU
LAUGH	NAME
PLAY	THANK YOU
KISS	

LESSON VI:

GO FOR A WALK	I	HELP ME
GO FOR A RIDE	WANT	TIME TO
GO BYE-BYE	MINE	
GO HOME		

LESSON VII:

SOME	PAINT	RED	BROWN
PLEASE	ROLL	YELLOW	WHITE
SAME	BIG (LARGE)	PURPLE	ORANGE
BROKEN	LITTLE (SMALL)	GREEN	BLUE

LESSON VIII:

DIFFERENT	ON
CLEAN or NICE	OFF
DIRTY	MUSIC
PRETTY	RUN

LESSON IX:

COLD	FAST
HOT	SLOW
SNOW	SOFT (QUIET)
RAIN	LOUD

LESSON X:

PICK (IT) UP	FIND	WHERE
GIVE ME	THE	WHO
PUT IT IN	GET	WHAT
	YOUR	IS
		THAT

LESSON XI: REVIEW

LESSON XII:

FIX (IT)	NEED	SORRY
SCHOOL	AM	ANGRY
BOOK	AND	SAD
CLIMB	WRITE	LIKE

GROSS MOTOR DEVELOPMENT

Adult will encourage child to:

LEARNING STEP I:

1. Lift head and chest off floor, with weight on elbows
2. Move forward in prone position

LEARNING STEP II:

1. Roll from prone to supine position
2. Sit supported for short period

LEARNING STEP III:

1. Roll from supine to prone
2. Sit briefly by himself with weight on his hands
3. Crawl forward (stomach dragging)

LEARNING STEP IV:

1. Sit alone for about ten minutes
2. Creep (up on knees)
3. Pull self to standing position

LEARNING STEP V:

1. Pivot when seated by himself
2. Creep longer distances
3. Walk sideways, cruising while holding on to a support

LEARNING STEP VI:

1. Walk a few steps independently
2. Crawl or creep up and down a few stairs

LEARNING STEP VII:

1. Walk across room independently with few falls
2. Pull toys, push large vehicle
3. Seat self in small chair
4. Get in and out of car independently

LEARNING STEP VIII:

1. Walk up and down slight inclines
2. Walk on variety of textures
3. Walk fast and run in a stiff legged manner
4. Walk up a few stairs

LEARNING STEP IX:

1. Squat
2. Kick and throw a ball
3. Catch large beach ball
4. Begin water play and swimming

LEARNING STEP X:

1. Develop independence and new skills to be used alone or with other children

FINE MOTOR DEVELOPMENT

The adult will encourage child to:

LEARNING STEP I:

1. Reach for and pick up objects using palm (gross grasp)
2. Use hands in daily routine

LEARNING STEP II:

1. Reach and grasp toys
2. Locate and pick up object on table
3. Transfer object from one hand to the other

LEARNING STEP III:

1. Reach for and pick up small to medium sized objects
2. Search for and locate dropped object during tabletop, playpen, and floor play

LEARNING STEP IV:

1. Develop pincer grasp to pick up small objects
2. Voluntarily reach for nearby objects

LEARNING STEP V:

1. Voluntarily release objects
2. Develop use of eye-hand coordination

LEARNING STEP VI:

1. Stack blocks
2. Drop objects into container and take them out
3. Hold crayon and scribble

LEARNING STEP VII:

1. Use a simple geometric form board
2. Pull pegs out of pegboard
3. Scribble, vertical and horizontal strokes
4. Use hammer on pounding board
5. Turn a few pages

LEARNING STEP VIII:

1. Imitate circular movements
2. Color or paste within tactile boundary lines
3. Do simple puzzles
4. Line up and push three or four blocks

LEARNING STEP IX:

1. String large beads
2. Build tower and bridge of several blocks
3. Use blunt scissors
4. Turn faucet on and off

LEARNING STEP X:

1. Use hands in self-care activities
2. Develop ability for fine actions such as buttoning, tying, and using equipment
3. Develop ability to use hands for independence, as part of long-range goals.

EATING

The adult will encourage child to:

LEARNING STEP I:

1. Attain a three meal a day schedule
2. Accept spoon feeding
3. Reduce nutrition intake through bottles
4. Develop language during mealtime, by adult talking and signing

LEARNING STEP II:

1. Continue three meal a day schedule
2. Reduce intake through bottles to just one at bedtime
3. Increase acceptance of spoon feeding
4. Eat finger foods
5. Follow suggested menu

LEARNING STEP III:

1. Eliminate bottle completely
2. Eat coarser foods
3. Spoon feed and finger feed himself
4. Follow suggested menu

LEARNING STEP IV:

1. Accept variety of foods
2. Eat finger foods independently
3. Hold a cup with help
4. Follow suggested menu

LEARNING STEP V:

1. Accept a variety of tactile stimulation
2. Chew bite-sized pieces of food

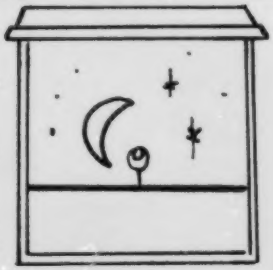
LEARNING STEP VI:

1. Spoon feed himself independently
2. Use cup independently
3. Use fork
4. Use good table manners

LEARNING STEP VII:

1. Expand awareness of his environment via picnics and outings

SLEEPING



The adult will encourage child to:

LEARNING STEP I:

1. Accept an established time for sleep
2. Accept an established place to sleep

LEARNING STEP II:

1. Follow an established bedtime routine
2. Follow the suggested routine

LEARNING STEP III:

1. Achieve better sleeping habits

TOILET TRAINING

When the child is two or over, the adult will:

LEARNING STEP I:

1. Determine child's elimination schedule
2. Take child to potty chair or toilet at scheduled times
3. Use appropriate sign and word each time child goes to toilet
4. Co-act with child in pulling up his pants
5. Establish bathroom as place for toilet needs

LEARNING STEP II:

1. Use training pants for child and eliminate diapers during day
2. Say and sign "Toilet" and co-act with child to make sign

LEARNING STEP III:

1. Have child sit on potty for a few minutes at scheduled intervals
2. Co-act with child to change his wet pants

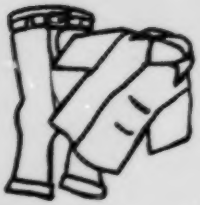
LEARNING STEP IV:

1. Encourage child to recognize sign for toilet, "T"
2. Encourage child to pull pants up and down independently, with some assistance
3. Eliminate use of plastic pants at home, during the day

LEARNING STEP V:

1. Encourage child to take full responsibility for own toilet habits, allowing for some accidents, during day

DRESSING/UNDRESSING



The adult will:

LEARNING STEP I:

1. Encourage child to cooperate in dressing and undressing child by using easily managed clothing

2. Use appropriate language when dressing and undressing child - "On" and "Off."

The adult will encourage child to:

LEARNING STEP II:

1. Pull off clothes, except shoes, shirts, and jackets
2. Cooperate in dressing by extending arms and legs
3. Help pick up dirty clothes and put into hamper

LEARNING STEP III:

1. Pull off unlaced shoes
2. Pull pants up and down with elastic waistbands with limited help

LEARNING STEP IV:

1. Take off jacket and shirts
2. Hang up jacket on low hook (if he walks independently)
3. Pull pants up and down independently

LEARNING STEP V:

1. Zip and unzip pants, coat
2. Put on and take off pants with minimum help

PERSONAL HYGIENE

The adult will encourage child to:

LEARNING STEP I:

1. Accept being washed
2. Accept tactile sensations
3. Develop body awareness
4. Accept gum massage - initial phase of dental care
5. Accept hair care

LEARNING STEP II:

1. Develop language via talking and signing during activities
2. Continue consistent routine of personal hygiene
3. Accept hand washing, combing hair, brushing teeth with finger through suggested detailed routine
4. Recognize his own possessions by use of color-coding

LEARNING STEP III:

1. Continue to follow routine
2. Develop language through suggested detailed routine for bathtime
3. Brush teeth with washcloth

LEARNING STEP IV:

1. Brush teeth with toothbrush
2. Develop language through suggested detailed routine for brushing teeth with toothbrush

LEARNING STEP V:

1. Develop language through suggested hair grooming routine
2. Develop language through suggested detailed routine for washing hair